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ABSTRACT

These workshop exercises are designed to review the more effective techniques parents can use to comfortably discipline their children. Seven basic principles of discipline are discussed briefly. The principles are: (1) tell children what they can do instead of what they can not do, (2) protect and preserve children's feelings that they are lovable and capable, (3) offer children choices only when willing to abide by their decisions, (4) change the environment instead of the child's behavior, (5) work with children instead of against them, (6) give children safe limits they can understand, recognize their feelings without accepting their actions, maintain authority calmly and consistently, and (7) set a good example. Examples, exercises, and homework assignments are provided for each principle. Also provided are discussion leaders, a discipline practices checklist for parents, and practice episodes for teachers and parents of young children and for group leaders working with older children. (RH)

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Discipline Is Not a Dirty Word

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What Is Discipline?

For many people, the word ***discipline*** suggests a harsh or unpleasant action inflicted by one person on another. Discipline often is thought to mean punishment. When we look at the origin of the word, however, we discover that it is closely related to the word ***disciple***. A disciple is a follower, or one who learns from a leader. A disciplinarian can be thought of as a teacher or leader, and discipline as the set of attitudes and behaviors that a leader hopes a follower will want to acquire. When we describe a self-disciplined person, we are talking about someone who regulates her own behavior. Effective disciplinarians gradually work themselves out of a job as their disciples become more and more able to control their impulses and direct their actions. When we hear the term inner control we know it refers to a person who doesn't need anyone saying "do this" or "do that." The disciplined person has a well-developed inner ability to decide what appropriate behavior is and to act accordingly.

If we look back through history at some of the people who have been great teachers, leaders, or disciplinarians, we would probably name famous people like Jesus, Mohammed, Florence Nightingale, Joan of Arc, and Mother Theresa. If we were honest, we would have to say that people whose ideas we do not agree with also attract disciples. When trying to describe the qualities of a great leader, we might come up with 1) charisma or a quality of personal magnetism—something that is powerfully attractive about the leader, 2) the ability to state beliefs clearly in understandable language, and 3) the willingness to practice what one preaches and to live by one's beliefs.

These three qualities are useful to think about when we consider the characteristics of someone who is a good disciplinarian with children:

- A person children find interesting and full of good ideas.
- A person who makes rules and expectations clear and understandable.
- A person who demonstrates appropriate behavior through speech and actions.

Many parents and teachers are all too aware of their own flaws in working with children. It's easy to remember the times we've been too impatient, too critical, or too harsh. As we go through the exercises in this workshop we should try to give ourselves credit for the good times we've had with our children.

There is no one way and certainly no right way to discipline children. The exercises in this workshop are designed to review the more effective techniques parents can use to live comfortably with their children. You will have heard them all and used many of them before. But, as parents, we can all get a little rusty. Sometimes, in the heat of certain moments that exist in all families, we wish desperately for something to help us temper an emotional exchange with a child. At the least, we search for a technique that resolves a confrontation without loss of dignity for the child or for us, the parents. The seven basic principles of discipline are designed so that you will remember them during those difficult times. They won't always work but then, in the exciting business of parenting, nothing is guaranteed.

It is particularly important to remember that if you have a warm and loving relationship with your children, and if you communicate with them effectively most of the time, specific techniques are unimportant. We all make mistakes. We all "do the wrong thing" with our children. Lucky for us, most children are remarkably tough, resilient, and loving and forgiving people. So if you goof, don't give up. But try again. And don't be afraid to say to your child "I'm trying to work out some ways of being a better parent. What I just did (yelling, spanking) was not what I want to do. I'm sorry and I'm going to try again."

Guidelines for Discussion Leaders

How Can a Leader Use This Material for Meetings of 1½ to 2 Hours Each?

First of all, as a leader

- You are not expected to be an expert, a child psychologist, or a family counselor.
- You are not responsible for answering every question about children and families.
- You are recognized as a leader by your group.
- You are willing and able to learn with your group.
- You are a resource person who has access to the specific, well-substantiated information presented here and who also possesses sources of other information.
- You are able to present some information to your group.
- You are able to help the members of your group discuss their feelings and observations.

Before leading a group

- You will want to review and think about this material.
- You have sufficient material for 4 to 8 meetings.
- If you have time and inclination for extra meetings, all the better.
- Preparation time is essential if you are to be a good leader.
- The specific suggestions offered are not intended to curb your creativity but to give you a strong lead.
- Let your group members know what they can and cannot expect of you.
- You may want to ask group members to make specific preparation for the meetings; certainly, you want their full participation in meetings.

Before your group begins to work with this material it may be helpful to summarize techniques participants currently use to correct their children's behavior. To do this make copies of the form *"How Do You Correct Your Children?"* and have participants fill it in by checking any procedure they use.* *No one should put a name or identifying symbol on the sheets.* When participants have finished, the leader can collect the sheets, shuffle them, and redistribute them to the group. Each person should have the sheet of another *anonymous* member of the group. If any member receives his own form, the leader should reshuffle the forms. The leader then prepares a summary of the group's responses by asking participants to raise their hands each time a check mark appears on the paper they are holding. The summary for two groups of 30 parents each might look like this:

Group A		*Group B*
19	Yell and scream	17
21	Explain reasons calmly	15
17	Shame my child	17
4	Show disapproval	0
16	Ignore misbehavior	15
11	Scold	12
8	Isolate	6
17	Spank	13
6	Let child suffer consequences	2
17	Threaten	12
7	Distract	10
12	Remove privileges	8

*The second question on the form might not be appropriate for all groups. Discussion leaders should use their judgment here.

In summarizing the results, the leader can usually point out that most parents use a variety of methods to control or correct children's behavior. Additionally, most parents feel they have lots of room for improvement!* It may be necessary to remind a group that changes in parental behavior often lead to the child testing the parent. For example, parents who attempt to use a positive nonphysical guidance technique instead of yelling all the time can expect a temporary *increase* in misbehavior as children try to figure out whether parents are seriously trying to change their behavior and whether they mean what they say when not yelling. Usually, if parents remain calm and persist in their efforts to use positive techniques, children's misbehavior will eventually diminish.

*If a group is unusual in that the parents use only one or two methods to control their children or if many parents in the group feel they are perfect, the leader will have to adjust the suggested summary!

How Do You Correct Your Children?

Check the techniques that apply to you.

1. The way I usually correct my children is to:

____ Yell and scream
____ Explain reasons calmly
____ Shame my child
____ Show disapproval
____ Ignore misbehavior
____ Scold
____ Isolate
____ Spank
____ Let the child suffer the consequences
____ Threaten, but don't follow through
____ Distract
____ Remove privileges

2. When I correct my children I feel:

____ Great! I'm a perfect parent and nothing I do can be improved.
____ Terrible! Everything I do seems wrong and makes our family life miserable.
____ So-so. Sometimes I'm effective, sometimes I make mistakes, but I'd like to improve.
____ I'm a good parent but would like to improve my ability to correct my children lovingly.

The Seven Principles of Discipline

Principle Number One

Tell children what they can do instead of what they can't do.

or

Focus on the dos instead of the don'ts.

If our language is overloaded with negative words (no, don't, stop it, quit that, cut it out, shut up), our children may decide we are not very interesting to listen to and so quite effectively tune us out. When children hear many, many negative words, the meaning of those words is weakened. This may lead to a situation in which we really need a child to hear and obey us, but like the people in the story of the boy who cried "wolf" too often, the child ignores or disobeys us. As an example: if a 2½-year-old hears "don't touch the cup, the coffee table, the flowers, the dress, the radio, and the stove" she may 1) decide it is dangerous to touch anything and so becomes passive and uninterested in learning, or 2) decide that adults just say no and that the way to deal with them is to touch as many things as you can before they get really mad. But, at 2½, she does not know that the nos about the cup that is full of steaming coffee and the stove are more important than the nos about the flowers and must be obeyed. If her parents restrict their use of strong negative words to critical situations of great importance, she is more likely to hear and respect the words they use.

Examples and Exercises

Here are some examples and some practice situations for changing don'ts into dos.

Don't throw the bread.	Put the bread on the plate or see if you can put little pieces of bread into this cup.
Quit biting him.	Talk to him and tell him what you want.
Don't drop the egg.	Carry the egg in both hands like this.

Translate these don'ts into dos.

Don't pour your milk on the floor. _____

Don't talk with your mouth full. _____

Don't play with your spaghetti. _____

Don't get water on the floor. _____

Some more examples

1. Mother and 2-year-old Susie are out for an early spring walk. Susie has taken off her white sweater and is dragging it through the mud.

Mother says DON'T	*Mother could say* DO
drag your sweater in the mud.	1) tie your sweater around your waist, like this, or 2) let me carry your sweater, or 3) we'll put your sweater over your shoulders, like a cape.

2. Three-year-old Phillip has come to visit you for the first time. He loves your cat and proceeds to carry the poor creature by clutching two hands around the cat's neck.

You say DON'T	*You could say* DO
squeeze the cat.	1) hold the cat like this (demonstrating), 2) let me hold the cat while you stroke her, or 3) sit down and put one hand under the cat's tummy.

3. Ten-year-old Steven wants to tell you about the morning ball game while his mouth is full of spaghetti.

You say DON'T	*You could say* DO
talk with your mouth full.	chew, then swallow, then talk.

4. Four-year-old Karen is very angry because you will not give her a cookie. She screams "You _____, I want a cookie."

You say DON'T	*You could say* DO
use that language around me, young lady.	When you are angry you can say "you're unfair or mean or unkind."

Homework Assignment

Put a sheet of paper on top of your refrigerator or on the bulletin board. Every time you use a negative word put a check mark on your paper. At the end of 24 hours, how many check marks do you have? Can you improve your score by minus 10 by the following day?

Principle Number Two

Protect and preserve children's feelings that they are lovable and capable.

In this discussion we will refer to a person's feeling of being lovable and capable as an IALAC (*I am lovable and capable*). An IALAC is a little bit like your spirit or your sense of humor. No one can see it but it's an important part of the person you are. People need big strong IALACs if they are to love and be loved, and if they are to feel good about their capacity to learn and to function well in the world. IALACs grow or shrink as a result of what a person experiences, particularly in relationships with other people.

Examples

The following are some examples of ways in which adults can hinder or foster the growth of children's IALACs.

	Destructive responses	*Better responses*
Peter spills the milk he was carrying to the table.	Can't you ever do anything right?	That's a hard job. We'll wipe it up and you can try again.
Susan cries in frustration because she can't unscrew the lid on the peanut butter jar.	You're too little to do that—let me.	Let's see if we can do it together.
Three-year-old Jimmy runs away from you in the supermarket.	What's the matter with you? You're acting like a baby. I thought you were a big boy.	I need your help in pushing the cart.

Exercise

For this exercise each participant should have a half sheet of newspaper torn into five pieces. Each piece represents one of the IALACs in the episodes. As participants pick up the first small piece of paper, the group leader should explain that this paper represents Peggy's (or Stevie's, Betsy's, Mary's, Mrs. Smith's) IALAC. As the leader reads aloud the episodes, participants tear small scraps off the IALAC if they believe events or what is being said are damaging to it. After each episode, participants can hold up the IALACs and talk about what hurt or did not hurt. It usually turns out that people vary in sensitivity and in the degree to which they feel hurt.

Practice episodes

1. Peggy, aged twelve, slept through her alarm, missed the school bus, and was yelled at by her mother who had to drive her to school. When she arrived at school her best friend pointed out that she was wearing one brown and one blue sock, her teacher gave her detention for being late, and she discovered she had left her math homework and her lunch at home.

2. Stevie, aged four, managed to dress himself this morning. His mother gave him a kiss and told him he was really growing up. His big sister said "Good for you." His father invited him to help him take off the storm windows.

3. Betsy, aged two, became so engrossed in her sandbox that she wet her pants. Her grandmother said "What a baby you are!" Her brother looked at her and held his nose. Her mother said she'd have to wear diapers for the rest of the day.

4. Mary (adult) had an appointment with Pat, her supervisor today. Pat told Mary she was doing a fantastic job and asked her to help train some new staff members. Mary tried a new casserole recipe for supper and everyone liked it. When she told her husband about Pat's comments, he hugged her and said "It's about time someone other than me appreciated you!"

5. Mrs. Jones doesn't know where the money to pay the rent will come from. Her husband was laid off last week and is so depressed he sits all day in front of the television. The baby cries all day and all night, the 2-year-old seems particularly whiny and keeps rubbing his ear. Mrs. Jones is afraid he may have an ear infection. She is trying to get enough courage to call the doctor when the phone rings. It is Miss Green, daughter Sharon's first grade teacher. Miss Green is concerned because Sharon is falling behind her classmates in reading. She wonders if Mrs. Jones could spend some time each evening listening to Sharon read.

If time permits, the leader asks for two volunteers from the group (if necessary, explaining that the two have easy parts in this exercise as they will not have to speak). By waving a "magic wand" the leader transforms the two volunteers into a 3-year-old and a 5-year-old and the rest of the group into the children's mother. The leader explains that the children are in day care while their mother, a single parent, is at work. Today is Friday and payday. On the way home mother and children must stop at the supermarket for groceries although all three are tired. The two children are asked to tear a piece off their IALACs if anything hurts their feelings during shopping. The children are not to speak: they express themselves by tearing or not tearing their IALACs. The group leader begins the trip through the supermarket and then asks the group to try out the things they hear parents say in supermarkets.

"Put that back. Don't touch anything!"

"Come back here or I'll take you to the car!"

"Wait 'til we get home."

"Don't squeeze that."

"No candy, no gum, no soda, NO."

After a few minutes the leader asks the volunteers to show their IALACs to the group. The leader then instructs the volunteers that, if the group can say or do anything to "heal" the IALACs, the volunteers should pick up a scrap of paper and put it on the larger one, as if they are repairing the torn IALACs. The leader then tells the group "This is up to you" and sits down. Usually it takes far longer to repair IALACs than to hurt them. It is important to think of IALAC building as essential to mental health.

Homework Assignment

Make an IALAC sign for your child. If your child is too young to understand it, put it where only you can see it. Every time you or anyone else say or do something that hurts your child, tear a little piece off the IALAC. How lovable and capable does your child feel at the end of the day? How can you "fix" the IALAC? Try this a second day. As you listen to yourself interact, you may not hurt other people's IALACs as often.

Principle Number Three

Offer children choices only when you are willing to abide by their decisions.

Sometimes, probably because we want children to like us and because we want to be polite, we offer them too many, or inappropriate, choices. Children take us seriously when we offer them a choice, and often a difficult situation occurs because adults offered choices they didn't really mean.

Examples and Exercises

Situation	*Likely to lead to trouble*	*Instead, try*
Two children are engaged in an elaborate game of camping out under the dining room table.	Would you like to come to lunch now?	You campers will know it's lunch time when the oven buzzer rings in 5 minutes (set the buzzer).
It's shopping day and your groceries are in short supply.	What would you like for breakfast today?	Would you like toast and cheese or cereal for breakfast?

How would you fill in the blanks in the third column?

You are having dinner in a restaurant and have a limited supply of money.	What would you like to order?	_____
You have one banana and three preschoolers in your kitchen.	Who would like a banana?	_____
You are going to grandmother's for Sunday dinner. Grandma likes to see little girls in dresses.	What would you like to wear to Grandma's?	_____
You are in the kitchen straightening cupboards.	Would you like to play with these pots and wooden spoons?	_____

Homework Assignment

Listen to yourself carefully for a week. Count the number of inappropriate choices you offer your child in the course of a day. On the next day, try to catch yourself before you offer an unfair choice. At this point, you may be feeling discouraged and unnatural. But remember you feel self-conscious anytime you learn a new skill. Learning to be an effective parent takes *skill.* When you learn to drive a car you have to stop and think about every move you make. After a while you drive almost without thinking about it and talk, sing, or listen to the radio as well. After a while new parenting skills also come naturally and without self-consciousness. In the beginning, however, it's really hard!

Principle Number Four

Change the environment instead of the child's behavior.

Occasionally, adult/child conflicts arise because some part of the physical setting or environment is inappropriate for young children, or because adults expect more control or more mature behavior than children can achieve.

Examples and Exercises

Behavior	*Environmental changes*
A group of preschoolers have many milk spills at every meal. Their paper cups seem to overturn every other minute.	Provide heavy-bottomed wide plastic glasses or cups.
Fifteen-month-old Tommy sits next to 4-year-old Karen at the dinner table. Tommy cannot resist the temptation to reach forward to play with Karen's braids, especially when his hands are sticky with applesauce or peanut butter.	Move the children farther apart. Let an adult who is more adept at dodging sit where Karen sits.

Two-year-old Betsy is passionately interested in the fine red poinsettia her mother has placed on the table as centerpiece. She pushed a chair up to the table, laboriously scrambling to reach the plant before an adult catches her.

Move the plant to a high location. Not only is it a wasted power struggle to battle a 2-year-old on this kind of issue, but many household plants are poisonous.

What would you do to change the environment in these examples?

Eleven-year-old Cathy comes home from school each day and makes a beeline for the cookie jar. She washes down a handful of cookies with two bottles of soda from the refrigerator.

Two-year-old Martha jumps from the couch to the chair and back again over and over.

Five-year-old Danny always forgets to take his muddy boots off before he comes inside.

Homework Assignment

Analyze one place in your home that needs an environmental change for your comfort or your child's comfort. Is it placing a box next to the sink so your child can wash and get a drink without help? Is it clearing out a low kitchen cupboard and stocking it with pots and pans that your baby can play with while you cook? Is it asking an appliance store for a big cardboard box so that your children have something that's O.K. to climb on and you don't have to yell at them for climbing on the furniture? Write down what you did and ask the leader to collect a written sentence from everyone in the group explaining what steps they would take in the situation. The leader can read the sentences aloud and anonymously if possible.

Principle Number Five

Work with children instead of against them.

When we refinish furniture we are told we should always rub with the grain of the wood. Perhaps we should also work "with the grain of the child!" Sometimes standing back and observing children and then figuring out with their help mutually acceptable ways for them to do what it is they are trying to do can turn a conflict into a pleasant (or at least a tolerable) experience.

Examples and Exercises

Five-year-old Sam wants to help his parents with their preparation of a Chinese meal. Efforts to persuade him to watch television or ride his bike have failed.

Figure out the tasks Sam can do. Find a workplace for him in the kitchen and let him pitch in.

Eleven-month-old Rachel turns her head away when offered food on a spoon. If the food is placed on her tray, however, she dives in with both hands and eats with obvious enjoyment.

Put newspaper on the floor. Find a big bib and stand by with sponges.

Eight-year-old Tony announces he only likes three foods: hamburgers, apples, and ice cream.

Twelve-year-old Helen has come to the horrifying realization that "meat is made from animals." She has announced, in tears, that from now on she plans to be a vegetarian.

One rainy day 4-year-old Leah cannot keep still. She rushes around the house running, jumping, and hopping.

At a library story hour 3-year-old Jeff turns suddenly shy and clings to you. He wants to sit on your lap to hear the stories and refuses to join the other children.

Homework Assignment

Plan to do something nice with your child. Maybe it could be:

- reading stories
- singing songs
- taking a walk
- baking cookies.

Give yourself ten points every time you change the plan to fit the needs of your child. For example, if you planned to read stories and your child insists on jumping, do you tell a story about jumping, or jump together, or go outside so your child can jump around the yard? Sometimes parents get mad when they plan to do something nice and their children choose not to follow the plan. It's usually easier and more pleasant to change the plan than change the child! Of course, there are some plans that can't be changed, for instance, a trip to the doctor or catching a specific train. When you are dealing with a child's objections to a plan that can't be changed, it is necessary to be pleasant, calm, and *extremely* firm. Parents who are wishy-washy or who agree to every childish whim do not provide good examples of responsible adult behavior. With very young children who resist a parent's request, it may be easier on both parent and child if the adult picks up and carries a resisting child rather than pleading, cajoling, or threatening.

Principle Number Six

Give children safe limits they can understand. Recognize their feelings without accepting their actions. Maintain your authority calmly and consistently.

Children see the world differently from adults. Rules and safety precautions that may be obvious to adults need to be stated and explained clearly and simply to children. Be sure children know your expectations for their behavior. It's not fair to scold for a violation of rules they did not understand.

Examples and Exercises

Timothy (aged 3) is happily pouring milk onto his dinner plate.

"Timothy, milk stays in your cup or in the pitcher. When your cup is empty, you may pour some more. But you may *not* pour it over your dinner."

Claudia (aged 2) has pushed a chair close to the stove so she can see what's bubbling in all those pots.

"No! You must never do that! You might get burned if you are so close to the stove."
(This is one time I might give a firm swat on the fanny as I lift Claudia down. [The author.])

Judy (aged 6) has "borrowed" the carving knife to try soap carving, which she read about in a magazine.

"Judy, you must ask before you borrow tools. That knife is dangerously sharp. You may *not* use it. Let me see if I can help you find one that would be safe."

Jonathan (aged 5) is having a screaming tantrum because you will not let him go out to play (he has been sick and the weather is cold and windy).

"Jonathan, you're really mad and disappointed but I *cannot* let you go outside today. I'm afraid the wind might make your head hurt again."

Brett (aged 4) is a fastidious eater. He deposits all unwanted bits of food on his mother's plate.

Martha (aged 7) is bitterly disappointed because Mary did not invite her to her birthday party. As she weeps she says, "I'm never going to speak to her again."

Principle Number Seven

Set a good example. Speak and act only in the ways you want children to speak and act.

Look back at our opening definitions of "discipline" and "disciplinarian." The importance of parents as models for children cannot be overstated.

Exercise

Correct the following

Correction

"Goddam it, Bobbie, quit stalling and finish your dinner."

"My husband won't look at a fresh vegetable but he makes the kids eat them."

"I have to have my coffee first thing or I'm no good the rest of the day."

"I don't have to eat breakfast because I'm a grown-up, but you're just a child, so do as I say."

"Come give me a kiss, you spoiled brat."

"If you bite your sister, I'll bite you."

"If you don't stop that crying, I'll give you something to cry about."

No Homework Today!

But while the group is together see if you can identify one thing you feel you do well as a parent (maybe someone can tell you what you do well if you can't think of anything). Then describe one way in which you would really like to improve as a parent. Try to set a "homework" task for yourself that allows you to improve a little at a time. Growing as a parent seems to come about slowly and gently—not dramatically and suddenly.

A Reminder List

Positive Guidance Techniques

1. Tell children what to do. Cut down on your use of negative words. Don't say "don't" too often!
2. Protect and preserve children's feelings of being lovable and capable.
3. Offer children choices only when you are willing to accept their decisions.
4. Change the environment instead of children's behavior.
5. Work with "the grain" of children instead of against it.
6. Give children safe limits they can understand.
7. Set a good example. Avoid situations like the one of a parent spanking a child "to teach you not to hit your little brother."

Practice Episodes for Teachers of Young Children

How Do All Seven Principles Work Together?

• Susie is a 4-year-old who spits whenever she is angry, disappointed, or frustrated. For example, while she and her mother were making cookies, her mother would not allow Susie to crack the eggs—so Susie spat at her. Can you use the seven principles of child guidance to help Susie's mother cope with her daughter?

• Donnie is shy, almost to the point of not speaking. He nods or shakes his head and smiles if adults ask him a question. You are pretty certain he is not deaf and that his shyness is primarily due to the fact that Donnie and his family lived in almost total rural isolation before he came to the preschool program. Donnie will be a "behavior problem" unless you can design a program that allows him to move gradually into social relationships and experiences. Design a "preventive discipline" program that will allow Donnie to develop at his own rate and in his own way.

• Hazel appears to be a shy girl who clings to her mother, holding on to mother's skirt and attempting to hide behind her whenever possible. Her mother says Hazel refuses to leave her side for any reason and she doesn't know what will happen when Hazel starts school next year. At 4, Hazel still is in diapers and carries a bottle. She appears to be afraid of strangers and refuses all overtures of friendship. How can you and Hazel's parents work together to help Hazel's IALAC grow? How can you and Hazel's parents work together to help Hazel move toward more grown-up behavior?

• Jasper cries very easily and gives up if a problem seems too hard for him. Small for his age (he is 4 years, 5 months), he clings to his mother in the morning and she says he does not want to come to school. He enjoys sitting on an adult's lap to look at books and occasionally enjoys play dough. His father appears to be disappointed in his son and wants him to be more of a "regular boy." His father also claims that Jasper's mother and teachers are too "soft" and that they should force Jasper to "shape up." Outline a week's program for Jasper and plan a conference with Jasper's father.

• When you arrive at his house, Howard is busy digging in the dirt with two neighborhood children. His mother says she rarely sees him except for meals. He "plays out with the kids all the time." With three younger boys to care for, Howard's mother says it is a relief to have a 4-year-old who is so independent. Her concern about Howard is that he is picking up bad language from the neighbors' kids and she can't break him of the habit although she and her husband beat him for it regularly.

• Bruce is a whirling, noisy, extremely active 3-year-old. He is the seventh child in a family of eight. While you visit his house, he climbs all over you, empties your pocketbook, gets up on the kitchen counter to search through the cupboard, upsets a box of cereal, and pokes his finger through a hole in the screen door, causing the hole to enlarge considerably. His mother talks constantly, telling Bruce to "stop it," to "sit down," and to "act nice"—all of which Bruce ignores. You do not hear Bruce speak, although he smiles a lot and seems to understand what's going on around him.

• Sarah is a whirlwind from the moment she enters the classroom until the moment she leaves. She speeds from paints to blocks to doll corner and back to paints. Her parents complain that she is a "regular devil" and into everything at home. Her mother complains that she is unable to control Sarah. You feel that she is an extremely active, curious, healthy little girl. Design a program of activities for Sarah for one week. Include both general class activities you would encourage Sarah to participate in and specific ideas for Sarah. How will you explain this program to Sarah's parents?

• Melinda is a 4-year-old girl, the only child of parents who live in an isolated rural area of the country. Their small house is spotlessly clean with no sign of toys, books, or clutter of any kind. Melinda also is very clean: at the time of your visit she is wearing a yellow dress and black shoes. While you were in the home Melinda lay on the couch sucking her thumb and watching game shows. Melinda's mother tells you that Melinda is a good, quiet child who causes her no trouble and who watches television most of the time. The mother adds that she herself suffers from bad headaches and finds it difficult to keep up with her housework. How can we help Melinda's mother understand that a 4-year-old needs to be active, noisy, and messy?

• Billy is a quiet, inactive little boy who refuses to join any group activity in the Head Start classroom. He

enjoys being read to and looks happy and relaxed when the teacher cuddles him and they listen to records together. How can you work out a program for Billy using the seven child guidance principles?

• Judy is just 3 and a terror in the day care classroom because of her biting behavior. She bites children and adults whenever they get in her way, take something away from her, or do something she does not like. Her parents report that Judy does not bite at home because she "wouldn't dare." Which of the seven child guidance principles can you use to help Judy stop biting? You may choose more than one!

Practice Episodes for Parents of Young Children

How Do All Seven Principles Work Together?

• Mrs. Smith lives down the street from you. Her son, Terry, has just turned 2 and is the terror of the neighborhood because he bites other children. Mrs. Smith comes to your house for coffee one day and asks for your advice. She doesn't want to follow Mrs. Jones' suggestion, which is to bite Terry back whenever he bites a child. How can you help Mrs. Smith use one or more of the "seven points to think about when working with young children" to solve her problem?

• At a parents' meeting, a father shares his concern about the poor eating habits of his 4-year-old son, Juan. Juan will only eat bananas, hot dogs, and peanut butter sandwiches. Which one (or more) of the seven principles might help Juan and his father deal with this problem?

• Seven-year-old Theresa cannot seem to remember to put her clothes away and to keep her toys in order. Her mother works and finds it very annoying to nag and to pick up after Theresa all the time. Punishments and scoldings have no effect on Theresa's behavior. Which of the "seven points to think about when working with young children" could Theresa's parents use to deal with this problem?

• Bobo is an active, energetic 15-month-old boy. He is into everything and has already been taken to the emergency room three times as a result of his explorations. The last episode involved a stomach pump because Bobo drank from a bottle of cleaning fluid. Before that he had received a severe electric shock when he poked his fork into the toaster. Which of the seven principles of discipline can Bobo's family use to keep Bobo safe? Outline a specific course of action it should take.

Practice Episodes for Group Leaders Working with Older Children

How Do All Seven Principles Work Together?

• As leader, for a preholiday activity you have prepared an array of exciting materials to create holiday greeting cards. All the children are pleased and excited and want to get right to work, except 10-year-old Pam, who tells you she hates art work and doesn't want to make a greeting card.

• Your group has worked very hard to prepare a special snack as a birthday celebration for one member of the group whose mother has been hospitalized for two weeks. Unexpectedly, one 8-year-old suddenly reaches across the table and sweeps the decorated cupcakes onto the floor. In the silence that follows she bursts into tears and runs out of the room.

• You are trying to have a serious planning discussion with your group of 11- and 12-year-olds. You hope to involve them in the decision-making process, and at the same time learn more about their interests. Instead of responding seriously, the girls begin to whisper and giggle, clearly leaving out and talking about one member of the group.

• A parent has called you to discuss her worries about her 13-year-old daughter who is unknown to you. The mother believes her daughter has a "bad reputation." She is smoking secretly, meeting boys after school, neglecting her school work, and behaving in a sulky and secretive fashion. The mother has called you because you work with girls and she has heard you relate well to them.

• Betsy S. has always been an enthusiastic member of your group. Now that she is 12 she seems to be a "changing personality." She is quiet, often absent, and her mother reports that she spends a great deal of time alone doing nothing or listening to the radio. Her mother hopes she will continue to be an active member of your group.

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